DOCUMENT RESUME

ED 350 725 EA 024 434

TITLE	What Other Communities Are Doing...National Education Goal #6.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	[92]
NOTE	25p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Cooperation; Community Planning; *Community Programs; *Drug Abuse; Elementary Secondary Education; *School Policy; *School Safety; *School Security; Violence
IDENTIFIERS	*America 2000

ABSTRACT

Guidelines that will help individual communities reach the sixth National Education Goal are provided in this document. The goal states that by the year 2000, every American school will be free of drugs and violence and will offer a disciplined environment conducive to learning. Five stages in achieving safe and drug-free schools are outlined: (1) identify the problem; (2) engage the entire community; (3) establish and enforce strong antidrug and antiviolence policies; (4) develop a drug education curriculum and start early; and (5) train staff and provide mentors and role models. Six examples of innovative community approaches are described and 15 information resource groups are listed. (Contains 9 references.) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350725

What Other Communities Are Doing....

National Education Goal #6

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

SP 034 434

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Drugs, violence, and a lack of discipline are problems in far too many American schools. And in many communities, reclaiming neighborhood streets and schools from drug dealers, gang violence, or vandalism is the first step toward meeting the National Education Goals.

While drug use by American children has declined substantially since the early '80s, it remains intolerably high. Alcohol, too, is still consumed by minors in alarming amounts. According to a 1991 national survey:

- Nearly one out of five 10th-graders, and one out of four 12th-graders had used marijuana in 1991.

- Almost 20 percent of 8th-graders, 40 percent of 10th-graders, and over 50 percent of 12th graders reported getting drunk or very high in 1991. And nearly 90 percent of high school seniors drink alcohol each year.

Chaos in classrooms, growing violence and the fear of violent death are a part of the school day for increasing numbers of American schoolchildren. Recent reports reveal the following:

- A third of high school teachers feel they have little disciplinary control over students in their classrooms. And three-quarters of 8th-graders said their classes were "often" disrupted by other students.

- One-third of high school students say they have easy access to hand-guns, and at least six percent of them bring guns to school.

- Gunshot wounds are a leading cause of death among all high-school-aged children in the United States, second only to motor vehicle deaths.

What can a community do to make each of its schools a drug-free, violence-free, "disciplined environment conducive to learning"?

Developing a community-wide strategy to meet the sixth National Education Goal means asking the following questions:

- **What drug and discipline problems do our schools have now?** What is the extent of tardiness, absenteeism, misbehavior, and violence in your schools? How many drug- and alcohol-related incidents are occurring in your schools? Do the students in your community feel safe at school? Teachers, police, and students can all point to what kind of problems exist.

- **What will it take to eliminate drugs and violence to meet our goal?** Answering this question means determining what your community is already doing to create a safe schools and help keep children away from drugs. What innovative approaches might your community use to achieve this goal?

- **What are other communities doing?** There are many schools and communities throughout the Nation that are successfully fighting drugs and violence. You may find an approach or solution among these that is right for your community.

Efforts successful at achieving safe and drug-free schools share some common characteristics that you may want to consider as you develop your community's strategy.

1. Identify the Problem

Shootings and other violent incidents offer undeniable evidence of a community problem. Drug use and a lack of discipline, however, can be harder to measure, especially when many people assume that drugs, for instance, are a problem only in large urban areas. In one community, the chaos in some of its schools went unnoticed until revealed by a student who recorded his school day with a hidden video camera.

Assessing the problem probably starts by determining the number of students who smoke cigarettes, drink alcohol, or use illegal drugs. There are also a few questions that might be asked of students, teachers, parents, and others to understand how the school may be affected by drugs and alcohol. How many students in your community feel unsafe at school? Are student disruptions in the classroom perceived to be a problem by teachers and students? Are acts of violence frequent? How often are students tardy or absent from school? Answers to these questions are clues to what kind of discipline problem might exist in your community.

Grand Junction, Colorado, and a number of other communities across the country use annual student surveys to measure reported drug use and drug availability.

At Stevens Middle School in Port Angeles, Washington, counselors talk with students and teachers about drugs and the school every couple of months. Through these informal talks, they determine how well current strategies to combat the drug problem are working.

2. Engage the Entire Community

Find neighborhoods and schools that have fought back successfully against drugs and violence, and you will find stories of unprecedented community-wide teamwork. Research indicates that efforts that extend far beyond school personnel and school boundaries are the efforts that work best. It takes firm resolve from parents, teachers, principals, the school board, law enforcement, treatment organizations, churches, and other community groups, working together, to make neighborhood blocks and playgrounds safe, to boost school attendance, to create an anti-drug climate at home and in school, and to help those who have become addicted to illegal drugs.

Just as it is with other education challenges, unprecedented teamwork starts with community awareness of the problem. And even if there is not a big drug or discipline problem in your community, you may want to develop a community-wide strategy to see that one does not develop.

Parents play the biggest role in creating safe, drug-free schools in your community by instilling in their children the value of individual responsibility and self-discipline. Children who are brought up with a clear sense of right and wrong are less likely to try drugs or act up in school.

Students can also help. They can help set and enforce school drug policies, speak out against drug and alcohol use, or even train to be peer counselors who can encourage others to resist drug use and persuade students who need help to seek it.

The Miami Coalition for a Drug-Free Community is a great example of what community-wide teamwork is all about. Drug-free school zones have been established. The local "Drug Court" has diverted thousands of users into treatment. Ministers have been trained in drug prevention. The Urban League has a comprehensive neighborhood clean-up campaign to stop drug trafficking. Because of the joint efforts of the Coalition and the Greater Miami Chamber of Commerce, more than a third of all employees in Dade County now work in companies that have drug-free workplace programs. Local media have contributed over $3.5 million for anti-drug messages. More than 1,500 crack houses have been closed.

3. Set and Enforce Strong Anti-Drug, Anti-Violence Policies

Setting and enforcing strong policies against drugs and violence in your community is among the most important steps you can take to meet National Education Goal #6.

Both research and experience indicate that the best policies are clear, unambiguous, firm and fair. High expectations—combined with no tolerance for violence, weapons possession, drug use or drug possession or distribution in school and at school functions—yield the best results. The policy should apply to everyone, with the same high level of expectation for everyone. A good policy will:

- Specify the extent of school jurisdiction, for example, school property and all school functions on or outside school grounds or both.
- Outline types of drug violations: possession, use, under the influence, distribution, etc.
- Include strong corrective actions that punish all violators equally.

In Baltimore's schools, for example, weapons possession means immediate expulsion. Beepers and cellular phones have been outlawed to curb drug dealing and the violence associated with it. Metal jewelry and leather garments have been banned to discourage theft, as has loose-fitting jogging gear to make it more difficult for students to conceal weapons.

In just three years, Washington Middle School, in Albuquerque, New Mexico, where 93 percent of the students are from low income families, was transformed from a place of rampant drug and gang activity to an orderly place where students can learn. The school now enforces tough policies against drugs and gangs and has a three-day in-school suspension program for first-time offenders. The school also operates a Parent Center, which offers parenting classes, English lessons, and counseling for recent immigrants. It also has developed several business and community relationships, arranging, for example, tutors from the Internal Revenue Service and volunteer physicians from the University of New Mexico.

4. Develop a Drug Education Curriculum and Start Early

There are many ways of developing a good drug education curriculum. Whatever approach you find best for your community, you might consider the following guidelines:

- Teach all students to say no to drugs.
- Value and maintain personal health.
- Teach clearly that the use of drugs is wrong and harmful.
- Include parents and community members in drug education.
- Offer activities and services that extend beyond the school day.
- Offer information on intervention and referral services.
- Assess what students have learned.

By starting the curriculum early, at the kindergarten level, children grow up learning about the dangers of drugs. Drug education programs that start in high school could be too little, too late. Since children are likely to feel invulnerable to the long-term effects of drug use, they should learn about the short-term effects of drugs—such as impact on appearance, alertness, and coordination—as well as about the cumulative effects.

Andrews Academy, Berrien Springs, Michigan, has teachers underscore the school's no-use message in all of their classes. Each teacher draws up a plan for the subject he or she teaches that outlines goals, objectives, activities, and resources to be used with students.

Violence, too, can be addressed in the curriculum. Students at 18 schools in Charlotte-Mecklenburg County in North Carolina are being trained to mediate disputes, and selected classes view a videotape of former students, imprisoned for murder, describing prison life.

Dade County, Florida, is home to the nation's first comprehensive program on gun safety in pre-kindergarten through 12th grades. And the County's Youth Crime Watch program teaches students how to avoid becoming victims of guns. Students learn what to say if they're faced with a violent situation and how to use good judgment to avoid potentially violent conflicts.

5. Train Staff and Provide Mentors and Role Models

Training teachers, counselors, and other role models who work in schools about drug use can help every anti-drug program succeed. An important part of the anti-drug message is having students hear it from as many adults as possible.

Schools can also train staff to reduce violence and maintain discipline. Trained teachers report fewer classroom incidents after learning how to manage disruptive behavior from students.

Some schools invite positive role models from the community to speak with students about the dangers of drug use and the importance of education.

These discussions can reinforce the anti-drug message of teachers, coaches, counselors, and parents.

Baltimore's Choice program works with troubled youths in the city's most distressed neighborhoods. Choice is run by recent college graduates who

agree to spend a year or more working with inner city young people. Typically, a Choice worker will see the youth to whom he or she is assigned three to five times a day, virtually every day of the year. The purpose of the program is to provide intensive attention, guidance, and discipline to adolescents who are used to getting none of these. Choice staff make it their business to know the whereabouts of their young charges at all times, to make sure they attend school, avoid loitering, and stay out of trouble, and to hold them accountable for their missteps.

In Denver, teachers and principals take training classes from a local agency to learn to decipher gang-related graffiti, uniforms, and hand signs that communicate respect, alliances, death threats, and territory. Knowing how to interpret these signals help school personnel stop violence before it starts.

Conclusion

Across America schools and communities are successfully turning their schools around. Creating safe, drug-free schools is a long-term process that requires commitment from the entire community. It may be helpful to keep in mind some of the successful principles communities have followed:

- Develop and enforce school policies that convey a consistent anti-drug, anti-violence message.
- Begin anti-drug programs in kindergarten to get an early jump on the drug problem.
- Get the support of the entire community and coordinate school policies and other prevention, treatment, and enforcement efforts in the community.
- Set high standards for behavior and academic achievement.
- Modify the program, depending on the needs of the community.
- Offer prevention activities that extend beyond the school day—for example, safe, drug-free recreational activities—to meet the needs of students and their families.
- Assess the effects of school prevention programs on students' knowledge of, attitudes toward, and use of illegal drugs, alcohol, and tobacco. Also measure other problems related to discipline or academic performance.

The U.S. Department of Education recently published a booklet, *Success Stories From Drug-Free Schools*, that is filled with examples of schools and communities that are making progress toward National Education Goal #6. The pages that follow include a few more examples of innovative approaches, as well as suggestions for further reading and sources of information.

6

Weed and Seed Model, Trenton, New Jersey

The U.S. Department of Justice recently developed the "Weed and Seed" initiative as a way to improve public safety and overall quality of life in urban areas. The effort involves a partnership between public agencies, community organizations, and individual citizens.

The process begins with law enforcement efforts to "weed" out violent criminals and drug traffickers. The second task, "seeding," revitalizes the community with economic, educational, and social opportunities.

Trenton's Weed and Seed model includes four components:

(1)**The Violent Offender Removal Program.** Federal, state, county, and local law enforcement and prosecuting agencies contribute representatives to a **Violent Crime Task Force.** The task force enforces tough federal and state drug and gun laws in order to apprehend and incapacitate selected violent criminals and street gangs.

(2) **Trenton's Community Policing Program.** In conjunction with the local police department, community groups and private citizens design **patrol plans** which encourage officers to become familiar with residents and local merchants. The police initiated a 10-week saturation patrol program in the four designated areas as a precursor to the community policing program.

(3) **The Neighborhood Reclamation and Revitalization Project.** This initiative seeks grant monies to fund redevelopment projects which will enhance neighborhood facilities.

(4) **Project "Safe Haven."** Within four targeted neighborhoods, the city of Trenton offers school buildings as a secure environment where citizens can enjoy educational, recreational, athletic, social, and vocational activities.

While all four elements of Weed and Seed promote safe communities where learning can happen, Project Safe Haven most directly addresses Goal Six. Safe Haven sites operate five days a week during the hours of 3 - 9 p.m.

Following an hour of homework, students attend a variety of classes, ranging from filling out school and job applications to tennis and gymnastics. For example:

Tuesday Schedule - Holland Middle School Drop In Program

3:00 - 3:30	staff preparation
3:30 - 4:30	homework, tutoring, storytelling (ages 6-12)
	homework, tutoring, library (ages 13-14)
4:30 - 5:30	swimming (ages 6-12 and 13-14)
5:30 - 6:00	snacks / movies or speakers
6:00 - 7:00	homework, tutoring (ages 15-19)
7:30 - 8:30	basketball, volleyball, swimming, and games

John Bailey, director of Project Safe Haven, believes that his staff is able to have a significant impact on the lives of young people because the staff understands specific community needs. Mr. Bailey suggests that Project Safe Haven's next goal is to develop a parent policy to encourage the involvement and interestof parents in their children's activities, and an anti-weapons policy to keep the violence out of the program.

Contact:
John Bailey
Project Director Weed and Seed
City Hall
319 East State Street
Trenton, New Jersey 08608

Project STAR, Kansas City, Missouri

Instead of a technical discussion on various drugs and their pharmacological effects, Project STAR (Students Taught Awareness and Resistance) emphasizes the physical and social dangers of using drugs. The program teaches students how to resist the many subtle pressures that encourage them to smoke, drink, or take drugs.

Project STAR follows a specific strategy when implementing its program:

- First, Project STAR uses mass media, posters, brochures, and newspaper coverage to introduce itself aggressively to a new community.

- Following the initial fanfare, instructors conduct 10 classroom sessions for sixth and seventh grade students. Through role-playing exercises and mock interviews, the program teaches children how to recognize drug-risk situations and how to avoid them. During these sessions, instructors provide powerful and accurate information about the negative effects of drug use in an attempt to correct students' misconceptions about the effects of drugs. Specifically, instructors attempt to undermine the attitude that "Everyone does drugs, why shouldn't I?"

- Parental involvement is the key to STAR's third phase. Homework assignments encourage the involvement of parents by providing them with the opportunity to discuss drug use with their children. "One parent, a physician, refrained from talking to his son about drugs because he didn't want to give the impression that he suspected his son," says Cal Cormack, executive director of STAR. "As a result of his exposure to the program, the son engaged the father.... Now the two of them speak often and openly about substance abuse."

- The fourth phase is community organization. STAR believes that parents, churches, businesses, and community leaders must reinforce and support students' commitment to avoid drugs. STAR's community and civic outreach has led to the development of a drug awareness clearinghouse, and Kansas City is now working to levy a beer tax which would fund drug prevention programs like STAR.

Project STAR was developed by the University of Southern California's Institute for Health Promotion and Disease Prevention Research, and implemented in Kansas City in 1984. Funding for Project STAR has been provided by the Ewing Marion Kauffman Foundation, which has contributed $3 million over the past seven years. An additional $1 million in support services have been

BEST COPY AVAILABLE

contributed by Marion Merrell Dow, Inc. Evaluation is funded through a grant of $850,000 from the National Institute on Drug Abuse.

STAR works. Five years after implementation, cigarette use among program participants is down 25 percent, alcohol down 20 percent, and marijuana down 30 percent. Mr. Cormack recounts one example where a shy seventh grade student was befriended by the most popular ninth grader in the school: "The two had met on the bus and discovered that they lived close to one another. After walking together awhile, the older boy offered his companion a joint. Using skills learned in the STAR program, the seventh grader politely refused without feeling uncool. *That's* what I call success."

Contact:

Calvin C. Cormack
Executive Director
Project STAR/Kauffman Foundation
Kansas City, Missouri 64114
(816) 966-3602

Mary Ann Pentz
Institute for Health Promotion
and Disease Prevention Research
1000 South Fremont Suite 641
Alhambra, CA 91803-1358
(818) 457-4062

The Mentor Program, Natrona School District, Casper, Wyoming

In order to cut the cost of training staff, the Natrona County School District created a mentor team that teaches school personnel how to educate students about drugs.

Initially, the school district hired a consultant to teach the basic information course and the basic facilitator course for school personnel. However, instead of hiring costly outside services, the district decided to conserve resources. They brought together six school staff members who had an interest in alcohol and drug prevention, and who had the specific skills to contribute to form a mentor team. The consultant then trained these six individuals, each of whom made a two-year commitment, to teach the basic information course and the basic facilitator course. The mentor team learned its skill by observing the consultant conduct the training, then by teaching with the consultant, and finally by teaching the course under the consultant's supervision.

The mentor team now offers three levels of training in drug and alcohol prevention to other teachers and staff within Natrona County Schools:

(1) Basic information course—15 hours.

(2) Basic facilitator's course—35 hours.

(3) Advanced facilitator's course—40 hours.

These training sessions are available to all school staff on a volunteer basis during school hours, after school, in the evenings, and on weekends. In addition to learning the curriculum for their grade level, teachers also receive an overview of information for other grades at the elementary, junior high school, and high school levels. This training helps teachers integrate the curriculum across grades.

Development of a mentor team has saved the school district the expense of hiring outside consultants to conduct alcohol and drug prevention training. The school district spent approximately $10,000-$15,000 on four one-week training sessions - about half the cost using professional trainers.

With an in-service mentor program in place, the district offers participation incentives in the form of college credit that can be used toward salary increases, public recognition at award luncheons, and the opportunity to attend professional conferences related to drug prevention. Since the program began, more than 65 percent of the total Natrona County Staff have attended one or more of these workshops.

The training is also open to the general community, including law enforcement personnel, religious leaders, and representatives of community agencies. The instruction, free for both community participants and school staff, encourages broad-based involvement in drug and alcohol education. The system of peer training gives the mentor team a grass-roots approach that the participants appreciate.

The results of the program confirm its success. In 1987 and 1988, the Natrona School District received recognition as a Drug-Free School District.

Contact:
Delores O'Dell
Natrona County School District
970 North Glenn Road
Casper, Wyoming 82601
(307) 577-0233

School Dress Code, Los Virgenes Unified School District, Los Angeles, California

Las Virgenes is located just outside of the city of Los Angeles. Although it is not an urban school district, Los Virgenes suffers from the gang violence and crime that has spread across southern California, including "peaceful" suburbs.

The two largest and most notorious youth gangs, the 'Cripps' and the 'Bloods,' originated in the south central area of Los Angeles and have syndicated up and down the coastline of southern California. One gang wears blue on pieces of their clothing, the other red. Children have been shot down for wearing the wrong color on the wrong turf—whether intentionally or not. Gangs often beat up youngsters for wearing an L.A. Raiders cap; or the "wrong" brand name of jogging suit; or simply for being Asian, black, white, or Hispanic in an area hostile to their group.

In an effort to combat gang violence, sex crimes, and illegal substance abuse, the Las Virgenes Unified School District of Los Angeles county implemented a strict dress code banning clothing and insignia considered disruptive to learning. The plan, which took effect in September 1991, has markedly reduced the number of "gang/clothing-related" incidents both on-and-off the school premises.

According to the district's code, if "a student's general attire or appearance represents a danger to his/her health or welfare, or attracts undue attention to the extent that it becomes a disruptive factor in the school, the principal or his/her designees will ask the student to make the necessary changes." According to Leo J. Lowe, the school district's spokesman for the program, administrators have reprimanded only a few of the students. "Once the policy was introduced, pretty much everybody got the message and went along," said Lowe.

The official dress code forbids clothing "which may promote the use of any controlled substance, including...drugs, alcohol or tobacco," clothing which is "unduly revealing," is vulgar or deliberately offensive to any minority group, or "represents any group [or] gang...which advocates violence." Because clothing that is neutral one month may suddenly cause trouble the next, teachers determine what is and is not acceptable.

Through meetings and correspondence, the school board has actively sought the support and cooperation of parents to help make the policy work. "A very few have voiced complaints about personal freedoms, and the like...but the

overriding concern remains children's safety...and that's how we sold the program," says Lowe.

The program is partially funded by a U.S. Department of Education's Drug-Free Schools and Communities grant.

Contact:
Mr. Leo J. Lowe
Las Virgenes Unified School District
4111 N. Las Virgenes Road
Calabasas, CA 91302
(818) 880-4000

PROJECT H.O.P.E., St. Louis, Missouri

Project H.O.P.E. (Helping Other People Emerge) works on projects that make St. Louis and East St. Louis a better place to live. Since its beginning in 1970, Project H.O.P.E. has addressed issues such as housing, health care, employment, and quality education.

Through a variety of programs, Project H.O.P.E. helps make schools safe environments in which to learn. According to the priorities of the program's founder, Reverend Buck Jones, providing adequate education facilities is one the program's central goals.

"The way we got involved with the St. Louis School District had to do with the crime rate in St. Louis," says Dr. Jones. "There are around 230 homicides per year. Out of that number, 25 percent are below the age of 21, and 13 percent are teenagers. And we've also observed that in St. Louis, as in other cities, approximately 135,000 students, on any given day, carry weapons to school."

In order to curb violence in schools, Project H.O.P.E. has implemented a gun buy-back program, as well as a unit where teachers and students discuss ways to avert violence.

"Education will be our major priority for many years to come," says Dr. Jones. "During the 20 years that I've been in St. Louis, I've personally known some 120 young people who were killed by a gun. I've preached a lot of funerals, and I've done a lot of things in response, like calling for foot patrols and better police-community relations."

Among the efforts to strengthen the local community is the Summer Youth Paint Project in which students help low-income elderly or disabled residents of East St. Louis meet city housing standards. Last summer, the youths painted eight homes in East St. Louis, in addition to the 80 homes that have been painted over the last ten years.

"If we are going to be able to stop the violence, it is going to take the cooperation of the family, the community, the school, and law enforcement," says

Dr. Jones. A graduate of Yale University, Dr. Jones spent much of his youth as a migrant worker. "The key for me was in education," he said, "and that's why we place such a high priority on it."

Contact:
Rev. Buck Jones
Project Hope
P.O. Box 5434
St. Louis, MO 63147
(314) 421-7012

16

Mustangs Achieving Growth in Communication, Sanford, Florida

Lakeview Middle School in Sanford, Florida, has replaced its 30-minute homeroom period with group sessions which they call MAGIC (Mustangs Achieving Growth In Communication). These discussions are intended to increase young people's self-esteem and encourage communication between students and adults.

The school enrolls primarily inner-city students, many of whom lack adult role models. According to Debbie Owens, program coordinator, MAGIC attempts to "give the students one adult in their lives whom they see and talk to at least five days a week. This is not a program for adults to tell kids how to run their lives. Rather, it's a chance for kids to talk and a chance for them to learn how to make good decisions for themselves."

Each MAGIC class includes 15-20 students who meet five days a week. Two days a week, the program focuses on social and emotional issues such as trust-building, decision-making, and interpersonal relations with family and friends. One day a week, students "Drop Everything And Read," which they refer to as D.E.A.R. During this time, the students either choose their own reading materials, or a guest speaker reads to them. On the remaining two days, students attend a study hall and engage in community outreach activities.

Many of MAGIC's activities concentrate on community involvement. For example, students made over 1200 Thanksgiving cards for a retirement center located near the school. During the week after Thanksgiving, the students participated in a canned food drive, spearheaded by a local television station.

Students also play educational games that incorporate important lessons. Owens says: "I've got one eighth grade group who wanted to play the game hangman. The teacher protested saying, 'I can't let them play games', and I said, 'Yes, you can, but we choose the words.' And the kind of words that we chose were *feeling* words. After they'd go through a word and put it on the board, then they'd sit down and talk about what 'hurt' or 'anger' meant. Even though the kids think they're playing a game, they're also learning from it."

Through positive interactions with adults, MAGIC encourages students to address personal and social issues. "Something that's very important to me,"

says Owens, "is that even though this is a year of cuts and pay freezes, our faculty is approaching this program full force. We have faculty who really care." That caring has made MAGIC a success.

Contact:
Debbie Owens
Coordinator - MAGIC Program
Lakeview Middle School
21 Lakeview Avenue
Sanford, FL 32773
(407) 323-1610

Sources of Further Information

National Clearinghouse for Alcohol and Drug Information
Box 2345
Rockville, MD 20852
1-800-SAY-NOTO

NCADI is a federally funded drug information clearinghouse supported by the U.S. Department of Health and Human Services and the U.S. Department of Education. Antidrug materials from federal agencies are available free of charge.

National Federation of Parents for Drug-Free Youth, Inc.
Communications Center
1423 North Jefferson
Springfield, MO 65802
(314) 968-1322

This national organization helps parent groups get started on drug abuse prevention and publishes a newsletter, legislative updates, and resource lists for them.

American Council for Drug Education
204 Monroe Street
Rockville, MD 20850
(301) 294-0600

ACDE organizes conferences, develops media campaigns, reviews scientific findings, and publishes books, a quarterly newsletter, and education kits for selected audiences.

Federal, Drug, Alcohol and Crime Clearinghouse Network
1-800-788-2800

A toll-free number for seven major information sources: drug prevention, drug treatment, drug-free workplace programs, public housing drug initiatives, AIDS and drug use, crime and national and international criminal justice efforts.

National Families in Action
2296 Henderson Mill Road
Suite 204
Atlanta, GA 30345
(404) 934-6364

Maintains a drug information center with more than 500,000 documents; publishes Drug Abuse update, a quarterly journal containing abstracts of articles published in medical and academic journals and newspapers.

OSAP National Training System (NTS)
8630 Fenton Street, Suite 300
Silver Spring, MD 20910
(301) 588-5484

Conducts workshops on a variety of prevention and community organization topics. NTS also operates the Prevention Training Information System, which provides information on trainers, existing prevention curricula and program designs, and other training resources.

Institute for a Drug-Free Workplace
1301 K Street, NW
Suite 1010 - East Tower
Washington, DC 20005
(202) 842-7400

An independent, self-sustaining coalition of businesses, business organizations, and individuals dedicated to educating employers, employees, State and Federal legislators, and the public about substance abuse prevention programs in the workplace.

National Crime Prevention Council
1700 K Street, NW
Second Floor
Washington, DC 20006-3817
(202) 466-6272

Works to prevent crime and drug use in many ways, including developing materials (audio visual, reproducible brochures, and other publications) for parents and children.

National School Safety Center
Department of Justice, Suite 200
16830 Ventura Blvd.
Encino, CA 91436
(818) 377-6200

Studies patterns of substance use-related delinquency, identifies remedies, and promotes crime prevention.

Drug-Free Schools and Communities Regional Centers
Five regional centers provide training and technical assistance in developing drug education and prevention.

Northeast Regional Center
12 Overton Avenue
Sayville, NY 11782
(516) 589-7022
Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont.

Southeast Regional Center
Spencerian Office Plaza
University of Louisville
Louisville, KY 40292
(502)588-0052
(800) 621-7372 (outside KY);
Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Virgin Islands, Puerto Rico.

Midwest Regional Center
1900 Spring Road
Oak Brook, IL 60521
(708) 571-4710
Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin.

Southwest Regional Center
555 Constitution Ave.
Room 138
Norman, OK 73037
(405) 325-1454
(800) 234-7972 (outside OK)
Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Utah.

Western Regional Center
101 SW Main St.,
Suite 500,
Portland, OR 97204
(503) 275-9480
(800) 547-6339 (outside OR)
Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands, Republic of Palau.

Further Reading on National Goal #6

The following publications are available free from the Federal Drug, Alcohol and Crime Clearinghouse Network and may be obtained by calling 1-800-788-2800.

Citizen's Alcohol and Other Drug Prevention Directory, Office for Substance Abuse Prevention (OSAP), 1990.

Drug Prevention Curricula: A Guide to Selection and Implementation, U.S. Department of Education (ED), 1988.

Growing Up Drug-Free: A Parent's Guide to Prevention, ED, 1990.

Learning to Live Drug-Free: A Curriculum Model for Prevention, ED, 1990.

Preventing Adolescent Drug Use: From Theory to Practice, OSAP, Prevention Monograph 8, 1991.

Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities, OSAP, 1989.

Success Stories from Drug-Free Schools: A Guide for Educators, Parents, and Policymakers, ED, 1992.

Understanding Drug Prevention: A White Paper from the Office of National Drug Policy, 1992.

What Works: Schools Without Drugs, ED, 1989.